**3rd Grade Math, Topic 7.1 Division as Sharing**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | |
| Materials:  Two-color counters  Interactive Learning Recording Sheet | |
| **ANTICIPATORY SET**  (5-10 MINUTES) | |
| **Computation Practice** Timing: 3 minutes using *Aimsweb* 3rd grade M-COMP progress monitoring probe; students self-correct using their “teacher pens”; students record number correct in Math Journal; collect papers  **Problem of the Day** 7-1  “Tandy needs to put 12 pigs in 4 pens. She wants to put the same number of pigs in each pen. How many pigs should she put in each pen? Draw a picture to show the main idea. Then solve.”  \* Hand out two-color counters to aid problem solving throughout this lesson. | |
| **BUILDING A FOUNDATION**  (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  ***Division*** Create a class definition of “division”.  Ask “How can you think of division as sharing?”  Record responses.  “Name some things you share equally with friends.”  “How do you decide to share equally?”  Discuss answers to **Problem of the Day.** | |
| **WHOLE GROUP INSTRUCTION: Concrete**  (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Problem: “Four friends picked 20 apples. They want to share them equally. How many apples should each person get?” (Pair work using counters and recording drawings in Math Journals)  Students share out problem solving.  Class discussion: Re-emphasize vocabulary: division; Questions for discussion: How many apples are there in all?” “How many ways can we equally share 20 apples with 4 friends?”  Next problems (write on board): 20 apples shared by 2 friends; 20 apples shared by 5 friends. (Pair work; continue using counters and recording drawings in Math Journals)  Extend: “Are there other ways you can divide 20 apples into equal groups?” Circulate around the classroom and reinforce problem-solving strategies. | |
| **SCAFFOLDED INSTRUCTION: Representational**  (15-20 MINUTES) | |
| *Develop the Concept: Visual*  *Visual Learning* Bridge in Student textbook and projected (if access to document camera)  *Guided Practice* problems 1 & 2 whole class (using counters and recording drawings in Math Journals)  *Guided Practice* problems 3 & 4 independently, then partner share responses (using counters and recording drawings in Math Journals)  \*ReTeaching Set A on page 180, if necessary | |
| **INDEPENDENT PRACTICE: ABSTRACT**  **(**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  *Independent Practice* problems 5, 7, 9, 11, 13, and 15 in Math Journal \*Brain Builder: Problem 17 (Use this time to monitor student work. Identify students that may need to revisit today’s concept. Identify students that may need to revisit prerequisite skills.) | |
| **FORMATIVE ASSESSMENT**  (5-10 MINUTES) | |
| Explain/Introduce student selections\*\*  **Quick Check 7-1** Have students complete and turn the Quick Check. | |
| **CENTER ACTIVITIES**  (15 MINUTES) \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Give students a Student Selection Menu for the week. Students choose ONE activity per day during Math Center time.  Student selections:   |  | | --- | | 1. Computer station (students log into SuccessNet and complete assigned tasks) | | 1. **Toss and Talk** (partner game from Differentiated Instruction On-Level or Advanced) | | 1. **Leveled Homework** Reteaching, Practice, or Enrichment pages (have a self-check KEY for students to self-monitor) | | 1. Math War (partner game using addition and subtraction facts) | | 1. Dot game (partner game using 2 number cubes to multiply) | | 1. Writing station: “Create a **Problem of the Day** using division. (Leave a Problem of the Day at this station as an example.) Include a picture representation of your story problem and the solution to the problem.” |   During Math Center time, pull students based on previous days Quick Check that scored in the “Intervention” range to work in small group. Use Differentiated Instruction **Intervention** lesson with small group. | |
| **HOMEWORK** | |
| **Spiral Review 7-1** | |